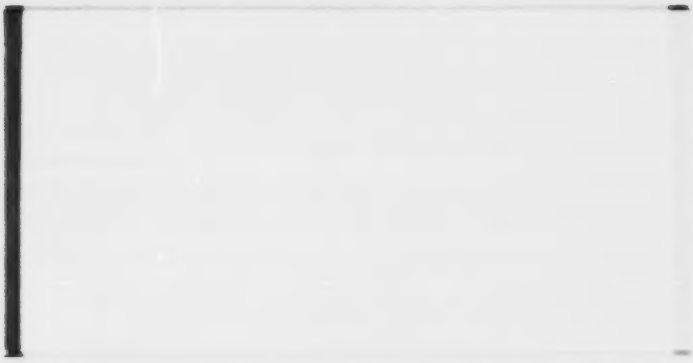

THE SOCIAL PLANNING and RESEARCH COUNCIL of Hamilton and District

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"OPERATION EMPLOYABILITY":

THE FIRST YEAR IN REVIEW

June 23, 1987

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EXECUTIVE SUMMARY

On July 1, 1986 "Operation Employability" received confirmation of funding and began to prepare for the school year 1986-1987. This three-year pilot project is a work experience program for the physically/mentally handicapped, run through all three area Boards of Education (Hamilton, Wentworth County, and Roman Catholic Separate School Board). Ten students have completed the program in its first year, and it is hoped that by the end of three years, forty students will have had this opportunity.

The Social Planning and Research Council (SPRC) has been chosen as the independent evaluators of this program, and this report represents its findings for the first year of operation. Data for this report has been gathered through personal interviews conducted with all those involved in the program (students, parents, educators, and employers), and other files maintained on the program.

It should be emphasized that due to the small numbers of respondents in each target group, and the fact that this project has just completed its first year, this report is exploratory in nature. One cannot, therefore, identify "trends" in the data, but we can point to areas that deserve attention. The following paragraphs will provide a brief summary on the major findings of this report. The reader is urged, however, to read the report in its entirety, as much of the information presented here is selective and highly condensed.

The students, most of whom had never been involved in work experience were all satisfied with their experience. Many of them said that this experience made them feel "happy", "good" or "strong". Placement experience appears to have had some positive effects on the students, as most of them have already begun to think about selecting their placements for next year. All of the students involved in the program have indicated that they wish to participate in the program again next year!.

The parents have for the most part also noticed changes (as perceived by the parents) in the students since they have been on their placements. Some of the major impacts of the program on the students have been that they are more independent, and more self-confident. Putting aside their specific concerns about the program, it would seem that most parents are satisfied with it and look forward to their son/daughter's participation in this type of experience next year.

Educators also appear to be satisfied with the program, and are anxious to have more of their students participate in the program next year. They have found that the students are more self-confident and responsible. Apparently, most educators have found this program to be a positive experience for the students involved, and they hope to see the program substantially expanded in the following years.

Employers, for the most part, were also satisfied with the program. They indicated that the students' productivity had increased, that the students were more communicative and that the students were more responsible. It is encouraging that 80% of the employer supervisors and 88.8% of the student supervisors indicated they would participate in the program next year.

One can concede at this point that the activities and objectives targeted for the first year of Operation Employability have been met. To this end, the program has been quite successful. Although it is too soon too determine the program's ability to "enhance" employability, one can, based on the high degree of satisfaction experienced by all involved, conclude that the program as a pilot project, is "on the right track" in this respect.

Although the program contains a high level of satifaction on the part of the participants, some areas of concern have been raised. Some of these concerns involve: ensuring the students acquire marketable skills, the lack of structure in monitoring procedures, the lack of an avenue for the employer to provide an objective assessment of the students' progress, the scheduling of meetings about the program, more effective media coverage, and the identification of which community or government agency will assist the students when they are no longer part of the school system.

The researcher also has noted some areas of improvement for the project. These include: specifying what the goal of Operation Employability is, reviewing file management techniques, a review of the Project Co-ordinator's duties within the realm of an impending increased workload, the codification of employers' needs, the introduction of a home visit by the Project Co-ordinator, and the increase of communication between the educators, parents and the program.

These findings have led to the following recommendations:*

1. THE GOAL OF OPERATION EMPLOYABILITY BE CLARIFIED AND SPECIFIED.
2. WORK BE DONE TO IDENTIFY WHICH COMMUNITY OR GOVERNMENT AGENCY OR AGENCIES WILL BE RESPONSIBLE FOR ASSISTING STUDENTS WHO COMPLETE THIS PROGRAM AND THIS INFORMATION BE COMMUNICATED TO PARENTS.
3. THERE SHOULD BE AN EMPHASIS IN THE PROGRAM ON IMPARTING "MARKETABLE" SKILLS TO STUDENTS.
4. SOMEONE BE HIRED TO ASSIST THE PROJECT CO-ORDINATOR, OR SOME OF THE PROJECT CO-ORDINATOR'S DUTIES BE DELEGATED TO OTHERS INVOLVED IN THE PROJECT.
5. A FILE BE STARTED ON EACH STUDENT AND EMPLOYER INVOLVED IN THE PROGRAM AND UPDATED ACCORDINGLY.
6. ONE CENTRAL FILE SYSTEM BE DEVELOPED AND MAINTAINED.

* The reader is urged to read section 7.0 for an elaboration of the recommendations found in this section.

7. A FORMALIZED STRUCTURE BE DEVISED FOR VISITING WORK SITES, AND MONITORING OF THE STUDENT BE DOCUMENTED AT THE TIME OF THE VISIT (see sample form on pages C-1 to C-3).
8. AN EVALUATION FORM BE DEVISED IN ORDER TO PROVIDE AN OBJECTIVE EMPLOYER ASSESSMENT OF THE STUDENTS' SKILLS (see sample form on pages C-4 to C-7).
9. AN ADDITION BE MADE TO THE STUDENT PROFILES IN ORDER TO PROVIDE A MORE ACCURATE UNDERSTANDING OF STUDENTS' PRACTICAL SKILLS (see sample form on pages C-8 to C-11).
10. A MUTUAL AGREEMENT BE ESTABLISHED AND CODIFIED BETWEEN THE EMPLOYER AND THE PROJECT CO-ORDINATOR SURROUNDING STUDENT JOB DUTIES AND WORK SCHEDULES (see sample form on page C-12).
11. MEETINGS ABOUT THE PROGRAM BE SCHEDULED AT PARENTS' CONVENIENCE OR THE PROJECT CO-ORDINATOR SHOULD CONDUCT A HOME VISIT.
12. AN INCREASED EMPHASIS BE PLACED ON DEVELOPING LOCAL COMMUNITY AWARENESS.
13. PARENTS BE FORMALLY NOTIFIED BY THE PROJECT CO-ORDINATOR AS TO THE EMPLOYER'S (PLACEMENTS) NAME, ADDRESS, AND CONTACT NUMBERS (see sample forms on pages C-14 to C-15).
14. EMPLOYERS' NEEDS BE CODIFIED AND ASSESSED (see sample form on page C-13).
15. REGULAR COMMUNICATION BE MADE TO NOTIFY PARENTS AND EDUCATORS ABOUT MEDIA COVERAGE OF OPERATION EMPLOYABILITY.

ACKNOWLEDGEMENTS

A project of this type is dependent upon the co-operation of many individuals. At this time it is important to acknowledge those individuals, without whose assistance, this report could not have been completed.

All those who participated in the personal interviews deserve a great deal of thanks. All of these individuals made time in their busy schedules for the interview, and this is greatly appreciated. A special thank you to all of the parents who welcomed the researcher into their homes.

Mr. Ken Bennett (Project Co-ordinator) and Mr. Bob Philip (Executive Director, Industry Education Council) are also to be acknowledged for their accessibility throughout writing this report. Also, the extensive use of all their files on Operation Employability is greatly appreciated.

A special thanks is also extended to all of the staff at the SPRC. Their support and assistance made working on this report just that much easier. A very special thank you is extended to Caroline Eyk for her dedication and patience in preparing this report.

Finally, gratitude is extended to Jody Orr, Executive Director, for her insights and guidance throughout the research and writing of this report. The opportunity to be a part of this project is greatly appreciated by the researcher.

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1.0 INTRODUCTION

The Social Planning and Research Council of Hamilton and District (SPRC) has completed its year end review of "Operation Employability". Operation Employability is a work experience program run through all three area Boards of Education (Hamilton, Wentworth County and Roman Catholic Separate School) facilitating the transition of physically/mentally handicapped adolescents from school to work. The only requirements for entry into the program are that the student be at least sixteen years of age, and that they will be involved in the school system for three consecutive years. This first year has seen ten students complete the program (1 physically handicapped and 9 mentally handicapped) and this report reviews both the program's and the students' progress in this first year.

As the program developed, it was determined that in order to maximize the success of this program and insure a proper transfer of the program to the three Boards of Education, an independent evaluation would be undertaken at the end of each year of the program and for two years after the program has been transferred to the Boards of Education as a method of "follow up". Three main areas have been identified as key areas of analysis. These are:

1. process (ie. what were the processes used in the course of the program, did the processes identified to occur actually happen, and were these processes effective (why or why not)?)

2. outcomes (ie. are students, parents, educators and employers satisifed with the placement, has the students' employability been enhanced, have the students learned any new skills as a result of the placement? etc.)

3. portability (ie. can a program such as "Operation Employability" be successfully implemented in other communities, and how can other communities maximize the possibility for success of such a program?)

It is within the realm of these three major dimensions that the evaluation occurs.

Although, the first year of this program has seen much activity, at this point in time, certain of the above aspects can be more readily examined than others. For instance, since all the students have completed the program, everyone involved has gone through the "process of the placement". Due to the timing of this report, it is clear that "process" evaluation will be a main component of this analysis.

It is also evident that outcome evaluation cannot be complete at this time. Presently, we are able to assess whether all involved were satisfied with the placement, but it is too soon at this point to discuss at great length "enhanced employability". As the program progresses and more students become involved, this aspect will be the major component of future evaluations.

Finally, the program has just finished the first year of its three year run and is still developing and growing. Whether or not this program can be replicated in other communities, and how to do so may be premature at this point and be best discussed when the program is farther along.

2.0 METHODOLOGY

2.0 METHODOLOGY

2.1 The Data

The data for this report is taken from a number of sources. One major source of information has been derived from personal interviews conducted with the students, parents, educators, and the employers (exact methodology will be discussed below). Other information sources include completed student profiles, employer face sheets, and files kept on the program.

2.2. The Personal Interviews

Since the major source of information for this report involves personal interviews, it is necessary to elaborate on the purpose, format process, and content of those interviews. The respondents to be interviewed for this project include the students, parents, educators and employers involved in the project. In some cases (educators and employers), the respondents names were supplied to the researcher by the Project Co-ordinator in confidentiality.

2.2a. Purpose

The instruments used in the personal interviews were assembled with the intention of obtaining certain pieces of information. The types of data collected involved assessing the process of the project, the expectations of the project on the part of those involved, job-related issues, levels of satisfaction, and assessing the change in students. To obtain specific data, four different instruments were created for each target group and consistency was maintained by having all sections of these instruments correspond.

2.2b. Format

The format of the instrument was "semi-structured". This means that specific questions were asked of the respondent, but in most cases the questions were "open ended". This allows the respondent to freely answer a question in their own words rather than having to pick from pre-selected responses. These responses were then coded in order to facilitate analysis. It should also be noted that the interviews themselves were conducted orally. The researcher would ask the respondent the question, and the respondent was then free to answer.

2.2c. Process

On May 7, 1987, letters were sent to all potential respondents indicating that the SPRC had been hired to evaluate Operation Employability. It was stressed in the letter how valuable their opinions would be to this analysis, and that the interview would be done at their convenience involving one hour of their time.

Next an attempt was made to reach each potential respondent by telephone in order to schedule the interviews. The first interview was conducted on May 12, 1987 and the last one occurred on June 6, 1987 representing approximately three weeks of interviewing time. All the employers and educators were interviewed at their place of business and in order to accommodate all respondents, the researcher made herself available evenings during the week and Saturdays. This was especially necessary for the parents and students.

The completion rate for the personal interviews was very high. Of the potential eighteen parents*, seventeen interviews were completed. One father was called away from the interview at the last minute because of a work problem. Nine of the students were also interviewed, but one interview could not be completed because the student became frustrated and unco-operative.

Of the nine educators to be interviewed, all of the interviews were completed. Ten employer supervisors and ten student supervisors were also identified to be interviewed. However, eight of the employer supervisors were interviewed in person, and two others were interviewed by telephone. The two telephone interviews were done at the employers' request to save time. Nine of the student supervisors were interviewed. It was decided not to interview one student supervisor as this was the third one the student had, and the student supervisor had only known the student for two weeks. A total of fifty eight interviews were conducted. However, it should be stressed that due to the small numbers of respondents in each target group, we cannot speak of "trends" in the data. This analysis should be considered exploratory in nature, and a base for future evaluation.

Just a final note on how the interviews were actually conducted. Certainly those interviews conducted with the educators and the employers were done in a professional manner, as one would expect. However, when the researcher went into the students' homes, a much softer approach was used. The researcher's dress was more casual and often informal small talk was used

* including 1 guardian

to break the tension of the interview. Although a standard questionnaire was devised for the students, the researcher used informal discussion to briefly ascertain how to proceed with the interview, and then adjusted the wording of the questions accordingly.

3.0 GENERAL SECTION

3.0 GENERAL SECTION

This section will examine some of the information that was given by the respondents that does not correspond to the three other areas of evaluation as delineated in the introduction. Some of the areas covered in these sub-sections will involve the respondents' expectations of the program, and what they would identify as barriers to employment for the handicapped adolescent.

3.1 The Students*

One of the first questions the students were asked involves their own motivation for wanting to join the program. The following table indicates their responses.

STUDENTS (N=9)

TABLE 1

Why did you want to join the program?

	%	Frequency
1. Fun	22.2	2
2. Something different to do	22.2	2
3. Student wants to work	22.2	2
4. To find a job	11.1	1
5. To try a specific job	11.1	1
6. No response	11.1	1
Total	99.9%	9

* There were nine student respondents.

It is clear that in this case one response did not capture a majority of the responses. However, the top three reasons as identified by the students were: because they thought it would be "fun", to "try something different", and because they "wanted to work".

Their own expectations of the program seemed to follow the same lines. When asked what they hoped to gain from participating in the program, 33.3% (3)[1] of the students hoped to have "fun", and 22.2% (2) of the respondents wanted to eventually "find a job" as a result of the program. One student said that he/she was participating in order to obtain credits. There were also three no responses to this question.

It would seem that the students did enjoy the program and that their expectations were met. When the students were asked if they wanted to participate in the program next year, 100% (9) of the students said they would like to try the program again.

3.2 The Parents

The parents[2] were asked to identify what they thought the major goals of Operation Employability were. The following table lists their responses.

[1] The numbers in brackets indicate the number of times the response was given.

[2] There were 17 parent responses (10 mothers and 7 fathers)

PARENTS (N=17)

TABLE 2

What do you think are the major goals of Operation Employability?

	%	Frequency
1. To help the student find a job	20.0	5
2. To determine what the student is capable of doing	20.0	5
3. To develop the student's work/social skills	16.0	4
4. To give the student exposure to the community	12.0	3
5. To give the student work experience	12.0	3
6. To encourage independence	8.0	2
7. To see if a student is employable	4.0	1
8. To increase the student's self-confidence	4.0	1
9. To increase maturity	4.0	1
Total	100.0%	25*

* due to multiple responses

The two responses that were given most by the parents were to "help the student find a job", and to "determine what the student is capable of doing". These two responses represent 40% of the parents' answers and perhaps indicate what most parents hope will be a result of the program. The following table indicates what the parents own expectations of the program are.

PARENTS (N=17)

TABLE 3

What are your personal expectations of Operation Employability for your son/daughter?

	%	Frequency
1. To be independent	28.6	6
2. To get a job	23.8	5
3. To give exposure to the community	19.0	4
4. To increase self-confidence	9.5	2
5. To determine what the student can do	4.7	1
6. Placement will end up in a permanent job	4.7	1
7. Student will achieve full potential	4.7	1
8. Don't know	4.7	1
Total	99.7%	21*

* due to multiple responses

The response that was given most by the parents is that they would like their son/daughter to eventually become "independent". The second most given response is that they would like their son/daughter to "find a job". These responses do not differ greatly from what the parents described as the goals of Operation Employability.

Another area of general interest was whether or not parents spent any time preparing their son/daughter for their placement. To add another dimension to this analysis, the responses were divided into mothers (10) and fathers (7). It was found that 70% (7) of the mothers said they spent time working with their son/daughter in preparation for their placement. This

activity involved an average of 2.3 hours per week and usually included reviewing job duties, discussing appearance/safety, and working on practical skills. Also, 71.4% (5) of the fathers indicated that they spent time preparing their son/daughter for their placement. Their time commitment to this activity involved an average of 2 hours per week. This time was often spent discussing work problems and activities, and the reviewing of specific practical life skills.

The parents were also asked during the interview to identify what they thought were the major barriers to employment for the handicapped adolescent. Their responses can be found in Table 4.

PARENTS (N=17)

TABLE 4

What are the barriers to employment?

	%	Frequency
1. Employer's attitudes	27.7	5
2. Student requires extra supervision	22.2	4
3. Employer won't give student a chance/ or find a suitable position	16.6	3
4. Student filling out initial application	5.5	1
5. Student doesn't know what they can do	5.5	1
6. Prejudice	5.5	1
7. Technology (reducing number of manual tasks)	5.5	1
8. Student doesn't have job experience	5.5	1
9. Qualifications are too high for manual jobs	5.5	1
Total	99.5%	18*

* due to multiple responses

The response that was given most often was that "employers' attitudes" were a major barrier when handicapped adolescents search for employment. The other two most frequently given responses were that such "students require extra supervision in the workplace", and that "employers don't take the time to find suitable job openings for such students". The other responses were fairly spread among the respondents.

Finally, the parents also have some concerns about the program and related issues in general. These can be found listed following.

PARENTS' CONCERNS*

1. Will these placements really lead to a job? Where do students go once out of the school system to find work? (3)
2. Parents worry about the student getting involved with the wrong crowd in the placement. (2)
3. There is concern that students will be taken advantage of in the workplace by co-workers both with workload and sexual harassment. (2)
4. To ensure that student really gets an opportunity to try what he/she enjoys.
5. If the students do find jobs later, how will they get to these places?
6. Parents would like to see an extension of this program after the student is out of the school system.
7. Parents would like to see some sort of social club developed so these students can learn social skills.

* Numbers in brackets indicate the number of times the response was given.

One major concern the parents have involves what will happen at the end of the program. They are unsure of "how" the students will be assisted to secure employment, if at all. The other two concerns revolve around how the student will be treated in the workplace. It was proposed in the April 15, 1987 report submitted to the funders that an orientation session be held in order to educate the students about sexual harassment and general survival techniques, and this suggestion should be considered in light of the fact that this is a concern of the parents.

3.3 The Educators

The educators were also asked what they thought the major goals of Operation Employability were, and their responses were somewhat different than that of the parents. Their responses can be found in Table 5.

EDUCATORS (N=9)

TABLE 5

Goals of Operation Employability

	%	Frequency
1. To give student exposure to community	26.7	4
2. For student to develop social/life skills	20.0	3
3. To make student feel they can make a valuable contribution to workforce	13.3	2
4. To give student work experience	13.3	2
5. To help the student find a job	6.7	1
6. To place limited students	6.7	1
7. To maximize placement potential for all three Boards	6.7	1
8. To prepare both student/society for a more integrated workplace	6.7	1
Total	100.1%	15*

* due to multiple responses

The educators (26.7%) seemed to feel that the major goal of Operation Employability was "to expose the student to the community". The second most given response was that the goal of the program is "to help the student develop social and life skills". These responses differed form those given by the parents.

These differences in responses should be examined more closely as a problem may arise in the future. If those who are implementing the program (educators) have a different goal or result in mind for the participants than the parents of the participants, in the long run this may lead to dissatisfaction among the parents. The parents in the long run may feel that the goals they have identified are not being met.

The educators did identify "employers' attitudes" as a major barrier to employment for the handicapped adolescent (22.2%), and the fact that these students require "extra supervision" (16.7%) as another. These two responses are the same as those identified by the parents. Their other responses can also be found in Table 6.

EDUCATORS (N=9)

TABLE 6

Barriers to Employment

	%	Frequency
1. Employers have stereotypes and negative attitudes toward the handicapped	22.2	4
2. Extra supervision needed for the student	16.7	3
3. Lack of physical accessibility to workplaces	11.1	2
4. Lack of employer awareness of what student can do and flexibility	11.1	2
5. School curriculum does not prepare students for work	11.1	2
6. Employer is not prepared for student and student not prepared for work	5.5	1
7. Unions	5.5	1
8. Transportation system (physical)	5.5	1
9. Student lacks social skills	5.5	1
10. Student does not know how to find job	5.5	1
Total	99.7%	18*

* due to multiple responses

3.4 The Employers

In order to portray an accurate picture of the employers' responses, it should be noted that for this section and all others, the employers are divided into two groups: employer supervisors and student supervisors*.

* There are ten employer supervisors and nine student supervisors.

Employer supervisors are often the individuals in authority with whom the first contact was made about the program. Due to their particular positions, their contact with the student is often limited. Student supervisors on the other hand are the individuals who work directly with the students. Therefore, most discussion and tables will be presented with respect to each group.

One question that was asked of all the employers was why they wanted to participate in the program. The two responses most given were to "help the student in some way" (23.1%), and because "everyone has a responsibility to do so" (23.1%). It is interesting that both of these responses were given by the same number of respondents. Other responses can be found in Table 7A.

EMPLOYER SUPERVISORS (N=10)

TABLE 7A

Why did you want to participate?

	%	Frequency
1. To help the student in some way	23.1	3
2. Everyone has a responsibility to help these students out	23.1	3
3. To increase awareness of staff	15.4	2
4. Public relations	7.7	1
5. Employer likes to be helpful in the community	7.7	1
6. To promote integration	7.7	1
7. Employer needed help at workplace	7.7	1
8. Curiosity to see how it would work	7.7	1
Total	100.1%	13*

* due to multiple responses

The student supervisors' responses can be found in Table 7B found on the next page.

STUDENT SUPERVISORS (N=9)

TABLE 7B

Why did you want to participate?

	%	Frequency
1. To help the student out in someway	33.3	4
2. Supervisors have been satisfied with other co-op students and volunteers before	16.7	2
3. To increase awareness of staff	8.3	1
4. To help student become independent	8.3	1
5. To give students a sense of accomplishment	8.3	1
6. Supervisor likes to help out in the community	8.3	1
7. Supervisor likes to see these students in community	8.3	1
8. Student supervisor likes to work with people who have special needs	8.3	1
Total	99.8%	12*

* due to multiple responses

The response given by most of the student supervisors as to why they wanted to participate in the program was that "they wanted to help the student in some way" (33.3%). This is similar to the employer supervisors' response; however, in this case this response represents a majority of respondents in this group. Another response that was given by two of the respondents involved their previous exposure to co-op students in the past and their positive experiences. These positive experiences with other co-op students led them to want to try this program.

The employer supervisors were also asked about what they thought were the goals of Operation Employability. There was no major response given by the employer supervisors, but two responses did capture 50% of their answers. These two goals were described as "building the student's confidence or employability" (25%) and to "expose the student to the real world" (25%). These responses do not differ greatly from the parents' and educators' responses. For other responses see Table 8A.

EMPLOYER SUPERVISORS (N=10)

TABLE 8A

Goals of Operation Employability

	%	Frequency
1. To build student's confidence /employability	25.0	4
2. To expose the student to real world	25.0	4
3. To teach life/social skills	18.8	3
4. For the student to get a job	12.5	2
5. To gain acceptance and normalcy	12.5	2
6. To give job experience to the student	6.2	1
Total	100.0%	16*

* due to multiple responses

One can also find no major response given by the student supervisors. In fact, we find the same situation in the student supervisors' responses as with the employer supervisors' responses. Two answers covered 50% of the student

supervisors' responses. The two major goals identified by this group were for the "student to find a job" (25%), and that the student "learn work skills" (25%). These responses differ from the employer supervisors' responses and perhaps are a result of their direct exposure to the student. These results can be found in Table 8B as well as their other answers.

STUDENT SUPERVISORS (N=9)

TABLE 8B

Goals of Operation Employability

	%	Frequency
1. For the students to find a job	25.0	3
2. To learn work skills	25.0	3
3. To find out what the student is capable of doing	16.6	2
4. To learn social skills	16.6	2
5. To get students into the community	8.3	1
6. To give students a goal	8.3	1
Total	99.8%	12*

* due to multiple responses

Next the employer supervisors were asked what they perceived to be the barriers to employment for the handicapped adolescent. Since most of these respondents are in a position where they are responsible for hiring individuals, it was thought this information would be quite interesting.

The major barrier (see Table 9A) identified by the employer supervisors was that "the employer and staff are afraid of this population" (21.4%). This comment should be elaborated upon as it can be misconstrued. The employer supervisors were attempting to say that often they (and they assumed other employers as well), do not know how to approach the handicapped. This lack of "communication" knowledge has led them to avoid this population, and this long-term avoidance has led to fear on the employer's part.

Another major barrier identified by the employer supervisors was the "acceptance of the student" (14.3%). This point should also be explained. The employer supervisors were not necessarily concerned that the student would be accepted by the staff, but by their customers. These employer supervisors were concerned how the general public would respond to seeing a physically/mentally handicapped adolescent in their place of employment. Public image seemed to be a concern of the employer supervisors who respondend in this manner.

EMPLOYER SUPERVISORS (N=10)

TABLE 9A

Barriers to Employment

	%	Frequency
1. Employer/staff are afraid of this population	21.4	3
2. Acceptance of student by customers	14.3	2
3. Employer doesn't know if student is dependable	7.1	1
4. No real match between student and job	7.1	1
5. Education system not geared for job readiness of this population	7.1	1
6. Transportation system	7.1	1
7. Physical accessibility to work places	7.1	1
8. Qualifications for manual jobs are too high	7.1	1
9. Too much supervision needed for students	7.1	1
10. Students getting the initial application	7.1	1
11. Lack of lifeskills on the student's part	7.1	1
Total	99.6%	14*

* due to multiple responses

STUDENT SUPERVISORS (N=9)

TABLE 9B

Barriers to Employment

	%	Frequency
1. Student requires too much supervision	33.3	4
2. Prejudice/student's appearance	25.0	3
3. Student is too slow (productivity)	8.3	1
4. Parents shelter them from the community	8.3	1
5. Employers can't find appropriate work places for them	8.3	1
6. Employers don't want to give the students a chance	8.3	1
7. Transportation	8.3	1
Total	99.8%	12*

* due to multiple responses

The student supervisors' responses found in Table 9B are quite interesting. The major barrier to employment as identified by the student supervisors was that the "student requires too much supervison" (33.3%). This response differs from the employer supervisors' responses. Perhaps this response is due to the fact that the student supervisors have actually worked with the students on a more daily basis.

Also, although the student supervisors second most given response is worded differently than that of the employer supervisors, it essentially has the same meaning. This second response identified "prejudice and the student's appearance" as a barrier to employment (25.0%). The student supervisors felt that since some of the students look "handicapped" that

employers would not want them in their place of employment for fear of customer disapproval.

The employers were also asked if they felt the job experience that they were providing for the students would help the students to eventually secure employment. Of the employer supervisors, 90% (9) and 88.8% (8) of the student supervisors responded positively. This strong positive response may reinforce the employers own views that they are doing something positive for the student.

The researcher also wanted to gain a general sense of whether the employers felt that in the Hamilton area, employers were ready to hire physically/mentally handicapped adolescents. When the question was asked, 50% (5) of the employer supervisors said "yes", 20% (2) said "no", and 30% (3) said they "didn't know". With respect to the student supervisors, 55.5% (5) said "yes", 22.2% (2) said "no", and 22.2% (2) said they "didn't know". However, these results should not be regarded as conclusive. Obviously, employers might have responded positively because they themselves are involved in the program and did not wish to appear in a negative light to the researcher. Also, their contact with other employers in the Hamilton area may be limited.

Further, the employers were asked if they plan to participate in the program next year. Of the employer supervisors, 80% (8) said "yes", 20% (2) said they "didn't know". These two respondents wanted to wait until the program was completed before making that decision. A majority of the student supervisors also agreed that they would like to participate in the program

(88.8%) again. However, 11.1% (1) respondent said that the final decision would be the employer supervisor's alone. Finally, when these employers were asked if they would recommend the program to other employers, the response was quite positive (80 % - employer supervisors, 100% - student supervisors).

3.5 Analysis

The general section has provided us with insight into some issues that are not directly involved in the evaluation of the project. However, this information can be useful in determining whether the target groups are "on track" or are approaching the program in the same manner.

The students themselves as participants in the program seemed to be all quite satisfied with their experience. In many cases, leaving the school environment in order to be out into the community seemed to be a major incentive for their involvement. Others were being frank and honest when they stated they joined the program to have "fun". All educators know that imparting skills etc. is much easier if the student is doing something he/she enjoys. Therefore, a break in a routine can be a positive experience. Some of the students also stressed that they saw work experience as a means to an end, with that end being employment. The students' expectations of the program all corresponded with their motivations for joining the program. Apparently, their expectations were all met.

The students did not suggest changes to the program when asked by the researcher for comments. In a majority of cases, this experience was the first for the students, and they have no basis for comparison. Also, the students might have felt that if they indicated changes to the program they would either not be allowed to participate or the program would fail.

One concern that should be emphasized is that the other three target groups seemed to have somewhat different ideas as to the "goals" of the program. We have on one hand the parents and student supervisors indicating the major goals of the program involve the student eventually securing employment, finding out what they are capable of doing, and the imparting of work skills. The educators and employer supervisors seemed to feel that the major goals were to expose the student to the real world, and to develop the students' self confidence and social skills.

Obviously, in a program of this type, all of these goals are inter-related. However, it must be understood what the main goal of the program is, and then identify or recognize that other results emanate from the main goal. A clarification or a more precise specification of what the goals of the program are may eliminate this type of disparity.

One way to solve this problem and enhance the measurable outcomes of the project may be to define what the program will mean by the term "employability" and what measures will be used to test it. The researcher herself attempted to locate such measures through various community agencies and a literature search, but could find none directed specifically at this population. How one defines "enhanced employability" can effect the measure of success at the end of the program. For example, if the main goal of the program is that the "student find a job", does this mean that the program has failed if the student does not have steady employment within six months of completing the program?

It might be of great assistance to the program to outline that "enhanced employability" will involve the idea that the students will have certain skills that make them "employable" (the degree of employability will differ for each student). Some examples may be: student can use public transportation, student now understands and can work in a routine, the student has a specific marketable skill etc. This is merely a suggestion and can be considered by the program.

It is understandable that each student will both start and end the program at all different levels. To eliminate a "general standard" to be achieved by each student, it might be essential to set a short-term goal within the long-term goal of the program for each student. This short-term goal should be related to enhancing the employability of the student. Hopefully, at the end of the program, the Co-ordinator may be able to develop a set of employability measures that can be used by other communities.

Both the parents and the educators have identified employer's attitudes and the fact that the students require extra supervision as barriers to employment for the handicapped adolescent. Student supervisors also identified extra supervision as a problem. However, the employer supervisors indicated that they did have a certain degree of trouble approaching the handicapped, but their real concern was how their customers would accept these students as workers at their place of employment.

These above perceived barriers stress the need for community awareness about the handicapped and what they are able to do. This awareness is needed in both employers and the general public's part. Community awareness, therefore, must also be further developed.

Finally, a clarification of what will happen to these students at the end of this three year program is also necessary. Parents are concerned that their sons and daughters will expect to secure employment immediately after completing the program. Further, where do these students and parents turn to for assistance in this area when the students are no longer part of the school system? A provision must be made in the area of employment services for these students when they leave the educational system.

At a December 3, 1985 meeting about "Operation Employability" held at the Hamilton Board of Education, it was stressed that part of the program "develop a community service that will continue to work with disabled young adults to assist them in their transition from school to work". The program begins its second year next fall, and students will begin to leave the school system after the third year of the program. The time to develop these services is now.

TARGET AREAS:

1. The goals of Operation Employability be clarified.
2. A definition of what "enhanced" employability will consist of be provided.
3. An increase in community awareness of employers and general public.
4. An indication of where students will turn to for assistance once the program has ended be communicated to parents.

4.0 PROCESS EVALUATION

4.0 PROCESS EVALUATION

As stated in the introduction, process evaluation will be a major component of this report. Since the program has completed its first year, it is essential that the processes used are evaluated as to their degree of completeness and success. In order to provide an accurate assessment of these processes, this section will be divided into two parts. One section will be called the "microlevel". This section will deal with information taken from the interviews about the process.

The next section will be called the "macrolevel", for it will examine these processes on a much wider scale. For instance, of importance in this section will be to ensure that certain aspects of the process were documented properly and kept up to date. This section will confirm that the processes outlined in the first section took place by verifying this information with data taken from the process notes, the student profiles, and the employer face sheets.

4.A Process Evaluation - Microlevel

4.A1 The Students

The students were asked about certain aspects of the process. For example, they were asked how they found out about the program and when that first contact was made. Seven of the respondents (77.7%) said that it was their teacher who first told them about the program. Only two respondents knew when that contact was made and informed the researcher that this contact had occurred before Christmas of 1986. The researcher also asked if any of

the students had some help deciding whether or not the program would be suitable for them. Three respondents (33.3%) stated that "their parents helped them to decide", three respondents (33.3%) said "they made the decision on their own", and there were three no responses (33.3%).

When the students were asked whether they met with their employer prior to beginning their placement, 88.8% (8) said they had that opportunity. There was only one "no response" to this question. Part of the process of the program was to ensure that the student along with others would meet with the employer before the student began the placement. All of the students stated that the Project Co-ordinator, their teacher, their parent(s), and the employer/student supervisor attended this meeting in addition to themselves.

When asked if they enjoyed having this meeting before being placed, 88.8% said "yes", with one "no response". Some of the reasons that the students identified as positive about this first meeting were: "they got to meet the employer before being placed with them", "it made them less nervous", and "they liked to see the place (work place) first".

4.A2 The Parents

The parents were also asked several questions about the process; however, in order to make the analysis more interesting and illustrative, the responses are often split into mothers* and fathers.

* including 1 grandmother/guardian

For the mothers, all of the 100% (10) heard about the program from the educators in their schools. This contact with the mother was most often made by telephone 80% (8), but also by letter 10% (1) and in person 10% (1). For 70% of the mothers, this contact was made last year sometime (September 1986 to December 1986) or early this year 20% (2). One respondent could not recall when this contact was made.

The case for fathers was very different. Four of the fathers (57.1%) found out about the program from the educators in their schools by a telephone call. The remaining three were informed about the program through their spouses (42.8%). Four respondents (57.1%) could not recall when this contact was made, two (28.5%) of the respondents said the contact was made last year, and one respondent (14.3%) said the contact was made this year.

The parents were also asked if any meetings were held in which they could talk to someone about program. Eight of the mothers (80%) said "yes", one mother said "no" (10%), and one respondent "did not know". Only three of the fathers (42.8%) said they knew of meetings held about the program, while two of the fathers (28.5%) said there were none. Two of the fathers (28.5%) "did not know" of any such meetings.

The respondents were questioned as to how many meetings were held before their son/daughter was placed. Four mothers either went to one meeting (40%) and another four attended two meetings (40%) with the question being not applicable for two respondents (20%). Of the three fathers who went

to meetings, they either attended one, two or three meetings. In both cases, those identified as having attended the meetings include: the Project Co-ordinator, the educator involved, the parent(s) and the employers.

Satisfaction with the meetings that were held seemed to be relatively consistent and positive. Of the mothers who attended the meetings, 77.7% (7) found them useful and 100% (3) fathers did as well. One mother said she "did not know", while another stated that she did not find the meetings useful. The reason for her negative answer stemmed from the fact that she found nothing new was being discussed. In other words, she "found out what she already knew" about the program.

The level of satisfaction with the process was also probed. Of the mothers involved in the program, 80% (8) said they were satisfied and 57.1% (4) of the fathers were satisfied as well. There were, however, some comments made about the process. Two of the parents thought the process took too long and they hoped that in the future, the program start would coincide with school semesters. Another parent became quite concerned when during the long process, parents were not given any updates or received any communication. This parent thought for sure the long wait meant the program had failed. An indication of what exactly would be discussed at the meetings so that parents could adequately be prepared, was another suggestion put forward by one father. A final suggestion that someone make themselves available for a home visit to discuss the program was also put forth by another father.

4.A3 The Educators

Most of the educators were contacted about "Operation Employability" early in the school year 1986 (88.8%). One respondent said that they were not contacted until January of 1987. Another respondent could not recall when this contact was made. An equal number of educators said they were either contacted by the Project Co-ordinator (44.4%) or by someone from the special education/guidance department (44.4%).

The educators were then asked to describe what their current involvement in the program was. All of the educators stated that their role in the process involved being a teacher/monitor or liaison. Due to the nature of their current involvement in the program, the educators spent two hours per week on average performing activities related to the program. Most of the educators (66.6%), however, did expect their involvement to increase as more students become involved in the program. Two other respondents (22.2%) expected their involvement to remain the same, while one respondent hoped their involvement would decline.

When asked if they were satisfied with this process, 66.6% (6) of the educators responded positively while 33.3% (3) did not. The following table divides the educators' comments about the process by those who were and were not satsified with the process and their reasons for their satisfaction or dissatisfaction.

EDUCATORS (N=9)

TABLE 10

Satisfaction with process

Yes - Satisfied (n=6)		No - Not Satisfied (n=3)	
(Positive)		(Positive)	
1. Good to meet with employer and family prior to placement	2		
2. Good screening of placement	1		
(Negative)		(Negative)	
1. Whole process took too long	2	1. Could not obtain precise and and direct answers	2
		2. Too many meetings with no purpose	1
No comment	1		
Total	6		3

Even those who indicated that they were satisfied with the process did find it to be too long. The negative responses given by those who were not satisfied with the process, involved the fact that the educators felt they were not given direct answers to their questions, and that there were too many meetings with no specific purpose.

The educators did have some very definite ideas about changes to the processes of "Operation Employability". These changes can be found on the next page.

EDUCATORS

CHANGES TO PROCESS*

1. Tighten up time between initial contact and placement (3).
2. Begin the program at the beginning of the semester (3).
3. Have placements available first then select students (2).
4. Contracts for employer stating obligations to student.
5. Have an optional placement as a second resort.
6. Have a meeting with employer, teacher, Project Co-ordinator and parents without student there in order to really talk.
7. Teachers would have liked to have some say as to which placement would be best for the student.
8. Hire someone to work with Operation Employability to monitor and follow-up with student.
9. Teacher should meet with employer without student there in order to fill employer in on student's personality and skills.

* Number in brackets indicate if response was given more than once.

These changes are presented here for reference and changes to process will be discussed at a later time.

4.A4 The Employers

Table 10A indicates how the employer supervisors found out about "Operation Employability".

EMPLOYER SUPERVISORS (N=10)

TABLE 10A

How did you find out about the program?

	%	Frequency
Project Co-ordinator	50	5
Conference/committee	20	2
Fellow worker	10	1
Social worker	10	1
Not applicable	10	1
Total	100%	10

A strong majority of the employer supervisors found out about the program through contact with the Project Co-ordinator. The researcher expected to find this result as contacting employers was one of the Project Co-ordinator's duties.

One would also expect to find that the student supervisors would be made aware of the program through their own supervisors. These results were observed and are listed in Table 10B where 67% (6) of the student supervisors indicated that the employment supervisor informed them about the program.

STUDENT SUPERVISORS (N=9)

TABLE 10B

How did you find out about the program?

	%	Frequency
Employment supervisor	67	6
Co-worker	11	1
Conference/seminar	11	1
Another store location	11	1
Total	100%	9

The first contact with the employer supervisor was usually made in person 60% (6), or by telephone 30% (3). One employer supervisor began work after the program had started and was not involved in the initial stages of it. As expected, student supervisors were contacted in person 89% (9) and one respondent was contacted by telephone.

The employer supervisors were then asked if they were satisfied with the process that occurred. Of these respondents, 80% (8) "were satisfied" with the process, while one respondent was "not satisfied" with there being one "not applicable" response. Their comments can be found in Table 11.

EMPLOYER SUPERVISORS (N=10)

TABLE 11

Satisfaction with process

Yes - Satisfied (n=8) (Positive)		No - Not Satisfied (n=1) (Positive)	
1. Able to meet student, teachers, parents before placement	6		
2. Able to prepare staff for placement	1		
3. Meetings were good for information	1		
(Negative)		(Negative)	
1. Vital information missing on student profiles regarding student's capabilities	2	1. Could not obtain direct and precise answers	1
2. Project co-ordinator difficult to reach	1	2. Things that were asked for in writing were not received promptly	1
		3. Student profiles sent prior to employer commitment	1
Total	11*		3*

* due to multiple responses

Of those respondents satisfied with the process, the main reason for this satisfaction stemmed from the fact that the employers were able to meet with the student, teachers and parents before placing the student. In two cases, however, they felt that some vital information was missing from the student profiles (usually a more precise indication of student's practical skills).

It appears that the one respondent was not satisfied with the process because they could not obtain direct answers to questions about the program, and could not obtain the employer's obligations in writing. The employer also

felt a certain amount of pressure exerted on the them to place students prior to obtaining the other two items.

The employers were also asked about the monitoring of the student while in their place of employment. Of the employer supervisors, 80% said that someone had been by the work place inquiring about the student's progress. In 70% of these cases, it was the Project Co-ordinator who had been by to monitor the student.

The employer supervisors were asked if they found it useful to have someone monitor the student. A majority (70%) indicated that they found it useful. For the most part, employers felt that it was necessary for the student, but not that important to the employer. One employer did welcome the opportunity to talk to the Project Co-ordinator and receive some feedback.

Two of the employers (20%) did not find the monitoring at all useful, and in fact indicated it was quite disruptive. One employer found that there were too many visits to the workplace, and felt that a phone call would have been sufficient. Another employer was annoyed at the lack of structure in the monitoring schedule. In particular, visits to the work site were made without an appointment and disrupted the work place. The employer argued that they could not adequately prepare for the meeting when this happened.

All of the student supervisors indicated that someone had visited the work site, and all of them noted that this individual was the Project Co-ordinator and sometimes the educator as well.

A majority of the student supervisors (66.6%) found the monitoring useful, but only for the student. One respondent even commented that they would prefer if the educator would monitor the student rather than the Project Co-ordinator. The reason for this preference involves the employer's belief that the student has built up more of a rapport with the educator than the Project Co-ordinator.

Those who were not satisfied with the monitoring of the student had concerns similar to the employer supervisors. Two of the respondents felt that there was too much monitoring, and would prefer (after the student was settled) that telephone calls be made weekly and a visit to the work site once a month. Another respondent was also concerned that appointments were not made and monitoring consisted of "dropping" into the work site.

The researcher also found tremendous inconsistency in the timing of visits with some work sites visited every day and others only every two months. There must be some structural elements added to this monitoring system in order to make it a more standard formal mechanism.

4.B Process Evaluation - Macrolevel

4.B1 The Forms

The first section in the evaluation process has discussed certain aspects of the administration of Operation Employability. This section will attempt to confirm, by consulting the forms used in the process, whether or not these meetings or discussions took place, and if they have been documented.

4.B2 Process Notes

All three of the Board of Education files maintained by Operation Employability contain notes on meetings that had taken place within the three Boards. The researcher found three specific notes that described separate meetings that occurred with three parents and educators and the Project Co-ordinator. This either means that other parents attended larger meetings, which were held at the Boards (no records were kept as to who attended these meetings), or meetings with the educators and Project Co-ordinator were not recorded.

4.B3 Student Profiles

The student profile forms for all the students were relatively complete when shown to the employer. One problem that has been noted by the employers, however, is that the forms do not give a clear indication of what the student can and cannot do. In particular, the area marked "student training profile" is not as precise in some cases as one would hope. Comments such as the student is "capable of doing most things" were not very useful in their view. In order to avoid ambiguities when the forms are compiled, the profile should be expanded so that it will be a more useful tool.

The researcher also found it difficult to ascertain "how" to approach these students when conducting personal interviews. The profiles seemed vague in their descriptions, and did not include any indication of what the student as a "person" is like. The researcher found in most cases a brief informal discussion with the educator provided more information than the profiles. An individual should not have to consult outside sources to obtain this type of information. A comment or two about the student's home life might also be useful for employers who have agreed to place these students. It might even be informative if the Project Co-ordinator did a home visit at the students' homes in order to gain a wider perspective of the student as a "whole" individual.

The "job description" sheets all contain an accurate description of the job duties the student is performing. This information was verified by asking both the student and the employers to describe these duties. However, the researcher found evaluative comments made by the Project Co-ordinator in this section, which might have been best placed elsewhere. This section is designed to include only objective information on the student's job duties.

Another problem with the student profile form occurs on page three under "Comments". In this section, the Project Co-ordinator was asked to determine the "degree of success in performing duties and progress in expanding skills". This section is also designed to be an objective area of brief notation. The Project Co-ordinator should not make evaluative judgements as to the increased confidence levels of students or to the degree of contribution made to the

workplace by the student here, and should focus instead on specific duties and skills.

Further, there appears to be no method for the employer to evaluate the student's progress. A form should be devised that allows the employer to provide the Project Co-ordinator with such information. It would also seem logical that this type of information will be crucial as the student leaves school and seeks out assistance from other agencies.

Finally, there is also no internal mechanism for recording when the student increases their stay in the placement, or any method for tracking the monitoring of the student. Educators and parents were quite concerned about the number of hours the students were spending in their placements, and would like to have a voice in determining what the proper balance of "in" school and "out" of school time should be. Further, many of the employers found the monitoring of the student to be unstructured and at times an inconvenience. The creation of a tracking form for monitoring and the development of a "structured" monitoring schedule might alleviate this problem.

There is one concern about the student profiles that deserves attention. It is crucial that information be recorded on the profiles as it is happening. By doing so we elminate the possibility of information being "lost". When the researcher requested the student profiles two weeks in advance of writing this report, she was informed that due to a hectic workload, the forms were not completed. The forms were received in time by the researcher, but filled in by hand.

These profiles should have been completed as each student was placed. Although the researcher is certain that no information is missing in these files, the fact that they were not complete when they should have been suggests that: if this was due to insufficient time, either more priority should be attached to this activity, or serious consideration should be given to expanding the staff complement. One must carefully consider this second idea as it is evident that more forms will have to be included in the administration of the project, and there will be an additional fifteen students involved in the program next year.

4.B4 The Employer Face Sheet

The Social Planning and Research Council developed an "employer face sheet" designed to track the Project's contact with employers and subsequent meetings. The form was to be filled out for every employer contacted about the program, whether they decided to participate or not. This form was devised by the Council in July of 1986 (Evaluators Initial Report to Operation Employability). The finalized form was forwarded by the SPRC in March, 1987 so that all contacts could be recorded.

When the researcher requested to see these sheets in April, it was found that the forms had not been completed. Since they were not filled out as employers were contacted, information could have been lost. The researcher was eventually provided with employer sheets, but only for the students currently placed (10). It is imperative that in the future these forms be filled out as the employers are contacted.

The sheets received by the researcher are filled out accurately, but in the "comments" section on page two of the form designed for notes about meetings with employers, there are notes on the student's progress. This section should be used for comments on the employer, but not the students. An evaluation sheet filled out by the employer would permit recording employer assessments of students and their progess.

As noted in the "Evaluators Initial Report to Operation Employability, July 1986", face sheets should be filled out for all employer contacts, and a file be started and maintained for each employer contact (whether they participated in the program or not). It was also noted that for each active employer, a file be started containing the face sheet, and all relevant correspondence. There is no evidence that this has been done, and we would recommend that this activity be initiated immediately since such information is crucial to the continuation of the project.

4.B5 The General Process

The general process that was outlined to occur in the administration of the project, has in fact been successfully witnessed in the first year of the project.

The Project Co-ordinator did meet with the educators involved in order to assemble the student profiles and assist in the student selection. The educators were then consulted about the selection of placement for the student. The Co-ordinator was also available to discuss the program to special education groups and parents.

The Co-ordinator then proceeded to seek out employers willing to provide placement experience for the student. It is evident that care was exercised in the selection of placements so that students would be placed in their areas of interest. Also, a certain amount of monitoring has taken place to ensure that both employer and student are satisfied with the placement. It should be noted that the Co-ordinator has already begun to seek out employers and students for the second year of the program.

4.1 Analysis

The process of "Operation Employability" seems to be well on track and somewhat successful. However, there have been some concerns raised in the previous section that should be examined.

For example, the parents themselves on average seemed satisfied with the way the project was administered. However, some fathers indicated that often meetings about the program were held at times when they could not attend. A home visit conducted by the Project Co-ordinator might alleviate this problem and make the parents feel more assured about the program. A home visit would also provide the Project Co-ordinator with an additional perspective about the students.

Also, some parents became quite concerned when there was no contact made between the project and themselves after they had initially heard about the program. The parents described the feeling of waiting for information as being "abandoned". Parents noted that this lack of contact was most difficult

on the students. These students often do not have any concept of what "time" is and became quite anxious while waiting to be placed.

Both the parents and educators felt the process of finding placements for the students took too long. There was some difficulty noted by the Project Co-ordinator concerning length of time necessary to secure placements. This was almost to be expected, as it is only the first year of the program. The Project Co-ordinator will be working diligently throughout the summer of 1987 to ensure that this long wait will not be repeated in the 1987-1988 school year.

Also, the educators and the employers seemed to feel that it was necessary to have both the students' and employers' obligations in writing. In other words, a mutual agreement should be drawn between the employer and the Project Co-ordinator. This would formalize what the employer's responsibilities will be throughout the project.

One area of concern seems to be the gap in the communication process of Operation Employability with respect to the parents. The parents usually attend one or two meetings (if they able to), and then their son or daughter is placed. There have usually been no updates given to the parents while they are waiting for their son or daughter to be placed, and once the student is placed, no feedback from the employer regarding the student's progress. It would seem useful and necessary to introduce a mechanism for providing such information to the parents.

Another area of great concern about the process surrounds the monitoring of the student in the placement. There appeared to be much dissatisfaction on the employer's part about how this monitoring has been conducted. It seems that there is nothing built into the structure of the program to indicate how many times the students will be monitored, or how these monitoring visits will be arranged.

Since there were also problems in interpreting comments written about the students in the profiles, a more specific tool should be added to the existing student profile to make it more explanatory and increase its effectiveness. These profiles are used by many people who often have never met the student. The information indicated on these forms is crucial for present placements and future ones as well. Further, since these students currently involved in the program may have gained new skills as a result of their placement experience, their profiles should be updated accordingly.

Another gap in the process is the lack of employer assessment of the student's progress. In order for the student's employability to be "enhanced", one has to have some direct practical assessment made by the individuals that are involved with the student in the placement. These assessments can be used to pinpoint areas in which that the student needs to improve and to reinforce the student's strengths. The addition of such a form into the administration of the project would eliminate reliance on the Project Co-ordinator's comments, which may be subjective in nature and open to bias and not a true assessment of the student's progress. This form could also be

used to be sent to the parents, thereby, providing information on their son/daughter's progress.

Finally, although employers' needs have been discussed in the literature of the project, it might be useful to record such information. This would enable one to examine how the employers' originally defined needs were either accommodated or adjusted to fit the needs of the student. This type of information could be valuable in the long run as the Boards of Education adopt the program, and when other agencies attempt to place the students. Specifically, it could help the Boards enhance their school curriculum in preparing students to meet employer needs and agencies can further assist students by being aware of what employers expect.

As a last comment, it should be stressed that the information systems used in any program are only as valuable as they are complete. Prompt completion of these tools ensures that information is not lost, and that these tools can be used to their full potential.

TARGET AREAS

1. The scheduling of meetings with parents about Operation Employability to more convenient times or provide a home visit.
2. Increase communication between parents and project and provide feedback from placements.
3. Employer's obligations be specified in writing before student starts in placement.

4. Employers' needs be codified for current and future use.
5. The monitoring procedures for the program be formalized and structured.
6. Additions be made to the student profiles to provide more information on the practical skills of the student.
7. A mechanism be incorporated into the process of the project that allows the employer to assess the student's progress.
8. Efforts be made to ensure information tools used are completed and updated as events occur.

5.0 OUTCOMES/SATISFACTION

5.0 OUTCOMES/SATISFACTION

5.1 The Students

It is always difficult for someone to assess themselves, and perhaps more so with these students. Therefore, in order to avoid having the students assess themselves, certain questions were asked about their placement to determine whether the students were having a positive experience. All of the students were asked if they enjoyed the placement they were currently involved in and 100% (9) of the students replied positively. To allow the students to express how working in the placement made them feel, they were asked to describe their feelings. A majority of these students (40%) said that the experience made them feel "happy". Some others noted that the experience made them feel "good". Other responses included feeling "confident" (10%), "strong" (10%) with two "no responses".

The students were then asked if they had learned any new skills (something the student had never done at home, school or work before) at their placement. Interestingly, only 33.3% (3) said "yes", while 55.5% (5) said "no". Perhaps, a majority of these students chose placement areas based on skills they already had in order to enhance them, or this response may merely reflect the fact that not all the students had been in their placements for an equal amount of time. Since some of the students had only been in their placements a short time, new skills may be added to their job duties at a later time.

To determine if these placement experiences were helping the students to examine new skills they would like to learn, this question was asked of the students. A majority of them (66.6%) said "yes" and only 22.2% (2) stated "no" with one respondent indicating that they "did not know". Some of these new skills were: bartending, computer work, pumping gas, painting, shelving, and electrical work.

When asked if they had given any thought about what they would like to do after they were finished with school, 66.6% (6) said "yes" and 33.3% (3) replied "no". All of the students who said "yes" stated that they wanted to secure employment. A majority of the respondents (77.7%) did indicate that they felt their placement experience would eventually help them secure employment. Also, a majority of the respondents (77.7%) felt that their placement experience would help them make their mind up about a career. Their reasons for a positive response involved the chance for the student to see if they enjoy a particular type of work, and a chance to see if they are in fact capable of performing a specific task.

Specific questions were also asked of the students about their work experience. One question asked the students about their co-workers. It was found that 88.8% (8) felt that they could discuss things with their co-workers and 55% (5) ate lunch or took breaks at the work place with the others. It would appear from the students' perspective that they were accepted into their work places.

It would also be expected since it was outlined in the process, that there would be someone available to the student in case the student required direction or further instruction. All of the students said there was someone they could ask for assistance. Another expectation would be that this individual would be the student supervisor. Five of the respondents (55.5%) identified the student supervisor as the individual, one respondent (11.1%) identified a co-worker, and another 11.1% indicated that it was the employer supervisor they asked for assistance. Two other respondents (22.2%) indicated a combination of the above pattern.

5.2 The Parents

A majority of the mothers (80%) said that they have noticed a change in the students since they have started their placements. An equal number of responses found that the students were: "happy, more confident, more independent, more talkative/communicative, and showed an increase in responsibility and eagerness". Fathers also seemed to feel the same way, as most of them (85.7%) said that they noticed a change in the student. The fathers found the students to be: "happy, more independent, having more self-worth, an increase in responsibility level, more willing to help around the house and attitudual changes".

As a way of testing these findings, the parents were asked to describe their son/daughter (in ten words or less), and then were asked if this description would have been any different if they had to describe their son/daughter before they started their placements. If the parents indicated

that the description would have been different, then it would seem that the placement experience has had some effect on the student.

Only ten out of a total of seventeen respondents answered this question and provided descriptions of their sons/daughters. What is more intriguing is that only two (20%) of those ten respondents indicated that their description would have been different if asked to describe their son/daughter before they started in their placement.

How can this be explained? One explanation seems plausible to the researcher (without excluding others of course). Reviewing the descriptions the parents gave, it was found that they were all quite positive in nature. It would seem on the basis of these descriptions and the researcher's own observations, that these students are quite exceptional with respect to other students with the same difficulties. Perhaps the parents believed that the placement experience has enhanced characteristics the student already has; therefore, the descriptions would essentially be the same before and after the placement.

Finally, parents were asked to identify one specific impact the program has had on the student. Their responses can be found in Table 12. The response that was given by most of the parents was that the student has "increased independence". After that four responses were given by an equal number of respondents. These included: "increased self-confidence", "the student learning about work responsibilities", an "increased awareness of the community", and "increased responsibility".

PARENTS (N=17)

TABLE 12

Identify one specific impact Operation Employability has had on the student

	%	Frequency
1. Increased independence	17.6	3
2. Increased self confidence	11.7	2
3. Student learning what is expected at work (behaviour)	11.7	2
4. Increased awareness of the community	11.7	2
5. Increased responsibility	11.7	2
6. Student seems happier	5.8	1
7. Student feels more important	5.8	1
8. Student has a future goal	5.8	1
9. Student is more cooperative at home	5.8	1
10. No response	5.8	1
11. Don't know	5.8	1
Total	99.2%	17

It might be noted that nine out of these eleven responses could be interpreted as positive in nature.

Table 13 following lists the parents level of satisfaction with some larger aspects of the program.

PARENTS (N=17)

TABLE 13

Satisfaction with ...

	Very Satisfied	Satisfied	Dis-satisfied	Very Dis-satisfied	Don't Know	No Comment
1. Program's ability to find financial resources		7			9	1
2. Educators participation in the program	3	14				
3. All three Boards participation in the program		14			3	
4. Employer's participation in the program		14			3	
5. Program's networking with other community agencies		4			13	
6. Media coverage of the program		9	7		1	
7. Leadership of the project		11			4	2
8. Community awareness of the program		5	8		3	1

It is clear by the number of responses under the "satisfied" column that most of the parents are fairly satisfied with the program as a whole. What should concern us, however, is the number of responses in the "don't know" column. Each issue will be briefly examined including some of the parents' comments.

A majority of the respondents (9) "did not know" about the financial backing of the project. These parents asked the researcher: "Who was funding the program?". Also, these respondents did not seem to know if any local funding was involved. The rest of the respondents (7) seemed "satisfied" with the funding. It might be informative for the parents to be made more aware of where funding for this program is coming from.

A large majority of the parents were "satisfied" with the educators involvement in the program with three of the respondents being "very satisfied". Most of the parents did qualify their answer by saying that they could only rate their own son or daughter's educators involvement. There also seemed to be a high degree of satisfaction with the Boards' involvement in the program. However, once again the parents felt they could only rate their own particular Board's involvement.

Another area where parents seemed to be satisfied was with respect to employer participation in the program. Some parents did, however, ask the researcher "how many" were involved in the program indicating they were not sure how extensive the project was.

The parents also did not seem to be aware that the program has and will work with other community agencies. This is evident by the fact that thirteen respondents said they "did not know" if the program has done so. This lack of awareness seems to indicate that some of the parents are either not being made aware of this part of the program, or this places doubt on whether this networking is being done by the program.

Media coverage was another area of concern for the parents. Although nine respondents were "satisfied", an almost equal number (7) were "dissatisfied". The main comment given by a majority of the parents involved the fact that they felt there was not enough coverage of the program, and that they would like to see more work done in this area. This comment ties in directly with how the parents feel about community awareness of the project. This was one area where the number of "dissatisfied" responses outnumbered the other responses. Parents seemed to feel that the community in general was not being made aware of the program and they felt that community awareness should be stressed.

Lastly, with respect to the leadership of the project, most of the respondents stated they were satisfied. Six of the responses included "don't know" and "no comment". These responses were often given by fathers who had not had the opportunity to meet with the Project Co-ordinator.

Parents were also asked whether they thought the student's placement experience would help the student secure employment. Of the mothers, 90% (9) said "yes" while 85.7% (6) of the fathers responded positively. The main reason for the positive response is the parents' belief that "past employment experience" will help the student secure employment. Other reasons included: work skills (3), increased confidence (1). and increased independence for the student (1).

5.3 The Educators

The educators see the students in a different environment and they may be able to notice in other ways whether the students' placement experiences are having positive or negative effects. When the educators were asked if they had noticed any changes in the students, 88.9% (8) said "yes" and 11.0% (1) said "no".

Their particular comments can be found in Table 14.

EDUCATORS (N=9)

TABLE 14

Changes in Students

Positive	%	Frequency
1. Increased self-confidence/ accomplishment	40.0	6
2. Increased dependability, responsibility/accountability	26.7	4
3. Increased happiness	13.37	2
4. Increased maturity	13.37	2
5. Better appearance	7.5	1
Total	100.8%	15*

* Due to multiple responses

TABLE 14 (cont'd)

Negative	%	Frequency
1. Student had to cut extra-curricular activities in order to get in hours at placement	50.0	2
2. Student due to involvement in program is alienated from other students	25.0	1
3. Student needs to improve dress habits	25.0	1
Total	100.0%	4

The greatest change the educators noticed was that the students seem to be "more confident". The educators also seemed to feel that the students were "learning responsibility", becoming "dependable", and being more "accountable".

All of the educators indicated that they felt the students were learning new skills. They replied that the students relayed this information to them, but in some cases they could not verify whether in fact the student had learned these skills or not. All of the educators did indicate, however, that they felt that learning these skills and past work experience would help the students secure employment after they leave school.

The educators were also asked, as were the parents, about their satisfaction with some aspects of the program. Unlike the parents' responses, the ones from the educators are more widely dispersed. As with the parents' responses, each issue will be briefly discussed.

With respect to funding, six of the educators stated that they "did not know" about the funding of the program. Two other respondents indicated they were either "very satisfied" or "satisfied", and another respondent said they were "dissatisfied" with this aspect of the program. This educator responded in this manner because they were informed about the project long before the funding was finalized.

One would assume that the educators would be satisfied with their own involvement in the program, the educational institutions' participation in the program, and the three Boards of Education's commitment to the program. In fact, most of the educators' responses in these three categories were either "satisfied" or "very satisfied".

Some comments made by the educators should be mentioned. With respect to the educators involvement in the program, one respondent indicated that they felt "they had no choice" but to participate. Another respondent was "doubtful of future commitment" by the educators. These comments were given by only a few respondents, but it is important to see both sides to this issue.

Surrounding the issue of Board participation in the program, a few other comments should be added. Although most of the educators were satisfied, one respondent said that they felt the Board of Education should take the project over sooner. Another two indicated that they had not heard much at the Board level.

EDUCATORS (N=9)

TABLE 15

Satisfaction with ...

	Very Satisfied	Satisfied	Dis-satisfied	Very Dis-satisfied	Don't Know	No Comment
1. Program's ability to find financial resources	1	1	1		6	
2. Educators' participation in the program	2	5	2			
3. All three Boards participation in the program	3	4			2	
4. Educational institutions involvement in the program	1	7				1
5. Employer's participation in the program		3	1		5	
6. Program's networking with other community agencies		2			7	
7. Media coverage of the program	1	6	1		1	
8. Leadership of the project	2	4	1			2
9. Community awareness of the program		2	2		5	

The educators did not seem to know much about how many employers were involved in the program or the program's networking with other agencies. The educators did feel however, that the process of finding employers took too

long. It would seem clear that the educators should be kept more up-to-date on these issues.

There also seems to be another area of concern involving community awareness of the project. Five respondents said they "did not know" what was being done in this area. Some of the respondents (3) indicated that they did not feel enough was being done to spread community awareness. One respondent felt that the program was relying too much on government support. Another seemed to believe that if more community awareness is not realized, this respondent was doubtful if the Boards would adopt the program.

Lastly, the respondents were asked about the leadership of the project. Most of the respondents were "satisfied" with what they had seen so far, but two respondents preferred to be "neutral" with respect to this issue. There were strong concerns about their ability to elicit direct answers, and about the level of familiarity with the students on the part of the Project Co-ordinator.

5.4 The Employers

The employers were also asked if they were satisfied with the students' progress to date. Most of the employers replied positively. Of the employer supervisors, 70% (7) were satisfied, and 100% (9) of the student supervisors were satisfied. Some of the employer supervisors said that they could not comment on the student's progress because they did not have direct contact with the student.

When the employer supervisors were asked if they had noticed any changes in the student only 40% (4) said "yes". The other 60% felt they could not really comment on the student's progress because they are not directly involved with the student. A majority of the student supervisors (88.7%) also said they had noticed changes in the student. The changes they have noticed are listed in Table 16.

EMPLOYERS

TABLE 16

Perceived Changes in Students

	%	Frequency
1. Increased productivity/skills	27.2	3
2. Student is more communicative	18.2	2
3. Student more responsible	9.0	1
4. Student has learned routine	9.0	1
5. Student is happier	9.0	1
6. Life skills have improved	9.0	1
7. Student's behaviour improved	9.0	1
8. Increased independence/confidence	9.0	1
Total	99.4%	11*

* due to multiple responses

The one major perceived difference is that the students have become "more productive" and have learned "more skills". The second most given response is that the student has become "more communicative".

Since learning is usually a two way process, the employers were asked if they had learned anything from by having the student placed in their work place. Although, the employer supervisors often did not have much exposure to the student, some of them did make some comments. One employer said they realized their expectations of the student were too high, but with patience they learned to communicate with the student on "their" level. Two other employers noted that the student had exceeded their expectations and that the student had handled the stress of the work environment quite well. Another respondent indicated that having the student in the work place made the employer realize that the students could make a valuable contribution to their particular work environment.

The student supervisors responses should be more interesting since they had all worked directly with the student. The students supervisors for the most part indicated that this was their first exposure to a handicapped individual, and that this alone was a major learning experience for them. Some others had even commented that the students had exceeded their expectations, and in both of these cases the student supervisors stated they were delightfully surprised. Their other responses can be found in Table 17.

STUDENT SUPERVISORS (N=9)

TABLE 17

What have you learned?

	%	Frequency
1. First exposure to handicapped individuals	30	3
2. Student exceeded employer's expectations	20	2
3. Employer expectations too high	10	1
4. Employer learned to help student	10	1
5. Made supervisor realize they weren't fulfilling their own potential	10	1
6. Board of Education is realizing the needs of handicapped students	10	1
7. Every experience is a learning situation, this is no exception	10	1
Total	100%	10*

* due to multiple responses

Lastly, the employers were asked "if there was a position open with their firm, requiring the use of the same duties the placement student is performing, would you hire this student?". Of the employer supervisors, 40% said "yes", 50% replied "no", with the question being inappropriate for one respondent (they did not hire). Those employers who replied negatively were asked why they had answered in such a way. Two of the employers noted that the student was lacking a necessary skill (reading/driving) for the position. Another two respondents felt that the student could not work alone, and another employer felt that the student was still too immature.

A majority of the student supervisors (66.6%) said that they would hire the student, 22.2% said they would not, and one respondent said they did not hire. The respondents who replied negatively felt that the student did not have enough self-confidence, and another felt that it was too soon to make that decision.

5.5 Analysis

For the most part, one finds that all involved in the program have been satisfied to date. The students, parents, educators and employers have all replied positively when questioned about their level of satisfaction with the program.

The students, as is evident by their responses, have found the experience to be rewarding. They have been given responsibilities and tasks, and have been satisfied with their ability to meet these challenges. Obviously, since this has often been the first such experience the student has had, they do not have a basis for comparison. With this in mind, it is clear that the students feel the program is good the way it is. It has also been difficult for some of the students to discuss the program because they have only been involved with it for a short time.

What is interesting about the students is that some of them are contemplating career choices, and either hope to be placed in these areas for their next placement. Clearly, their placement experience has openened up new possibilities for the students where perhaps there were none. Care should be

exercised, however, in assisting the students in remaining realistic about their career expectations, and that skills to be learned are "marketable".

The program appears to be having an effect on the student involved, for the parents, the educators, and the employers have all noticed changes in the student since they have begun the program. Some of these observations include increased independence on the student's part, increased confidence, and increased productivity.

It should be noted that increased productivity was identified by the employers and this once again underscores the importance of determining employer needs. This point was further emphasized when some of the employers were asked if they would hire the students. Some employers expressed doubts in this area. Employers are concerned about their business and profits, and it is important to the employer that their business "needs" are met.

This issue also relates back to the imparting of "marketable" skills to the students. Are these students being taught skills they can take into the labour market, or merely passing time? It is clear that not every student in every placement will acquire such a skill. However, even if the student learns one component of a larger task in each placement, it is hoped that at the end of three years the student will have a valuable skill.

Attention should also be paid to the lack of awareness on the part of the parents and educators surrounding certain issues. For example, there seemed

to be little knowledge of who was funding the program. Although, this may not be a central piece of knowledge necessary for the parents and educators, those involved should have some knowledge as to who is sponsoring the project.

Also, neither group seemed to be aware of how many employers, or which ones are involved in the program. It would be good for the parents/educators to be aware of the other employers involved in the program to obtain a better perspective as to the scope or magnitude of the project.

Of concern to the project should be the lack of awareness on the part of parents, in particular, surrounding the project's networking with other community agencies. As mentioned in section three, this is a major concern of the parents. They want to know where the students will turn to for assistance once the program has ended.

Finally, both parents and educators feel that more work needs to be done in the area of community awareness, and there should also be an increase in media coverage of the program. The Project Co-ordinator has done extensive work presenting at conferences and seminars. Perhaps, an emphasis should be placed on more local awareness of the project with an emphasis on those not involved in this area on a "professional" basis.

TARGET AREAS

1. An emphasis be placed on imparting "marketable" skills to students.
2. There should be a realistic examination of employer needs.

3. Parents, educators, and employers be more extensively updated about the program.
4. A community or government agency be identified that will provide employment services for this population when they complete the program.
5. More media coverage of the program be sought to familiarize the general public with the program, or a better communication system be devised to inform parents and educators of existing media coverage.
6. A greater emphasis be placed on local community awareness.

6.0 PORTABILITY

6.0 PORTABILITY

Although, it is too soon to discuss how the program can be transferred to other communities, we can examine how news of the program is being spread by the Project Co-ordinator. One can assume that the higher profile the program receives, and the more individuals who know of the program, the easier it will be for other communities to initiate such a program in their area. This section will briefly examine the media coverage of the program, the conferences and seminars attended by the Project Co-ordinator, and the networking done by the Co-ordinator with other community agencies.

6.1 Media Coverage

The media coverage for the program has been fairly extensive. There have been (to the researcher's knowledge) thirteen newspaper articles somehow related to the program secured, and one public television interview. The Project Co-ordinator has attempted in these interviews to be informative, appeal to employers and to spread awareness in the community. Some comments taken from these articles may best illustrate these points. It should be emphasized that more work may need to be done in the area of public awareness.

COMMENTS FROM ARTICLES ON OPERATION EMPLOYABILITY

1. "The program places heavy emphasis on cooperation between the community, the boards of education, the students, parents and teachers." ("Let's Talk Business", May 1987).

2. "Operation Employability, is a new avenue for some kids, but its success will largely be dependent on community support." ("West Hamilton Journal", July 9, 1986).

3. "Benefits to the businessman (through participation in the program) are more altruistic, but just as real."
   "The company is getting a hard working and willing employee." ("Let's Talk Business", May 1987).

4. "By gaining work experience while still in school handicapped adolescents will have more potential for employment when they leave." ("The Hamilton Spectator", March 28, 1987).

Although these articles seem to be positive in nature, the researcher must remind the reader that the parents and educators were not satisfied with the media coverage they had seen. These individuals felt that more work should be done in this area.

The Project Co-ordinator might explore other ways of exposing the general public to the project. A logical connection can be made between media coverage and community awareness, thereby illustrating how important this aspect of the project is.

6.2 Conferences and Seminars

A list of all the conferences and seminars (provided to the researcher by the Project Co-ordinator) can be found in the appendix (pages A-1 to A-3). It is evident that the Project Co-ordinator has devoted an enormous amount of energy to this area of the project. However, with the impending work load on the horizon, and the need for more local community awareness, the Project Co-ordinator will not be able to participate in the same number of conferences and seminars next year.

The community development portion of the project is an important element of the program as a whole. Perhaps more work could be done on a local level

next year, and once the Boards have begun to take the project over, the Co-ordinator can participate more heavily in these types of activities.

Evidently the Project Co-ordinator has done a good job in spreading the news about the program However, given growing workload and the as yet immature understanding of the Project's effectiveness, it might be more advantageous if the Project Co-ordinator realigns his priorities.

6.3 Community Agencies/Groups

The appendix also contains a list of the agencies and groups the Project Co-ordinator has been networking with (see pages A-4 to A-5). One can surmise from this list that the Co-ordinator is involved in many relevant agencies and groups. However, at this point it is not clear which community or government agency will provide employment services for the participants of this program. and there is no evidence to indicate that concrete services or participation have either been asked for or offered.

6.4 Analysis

It is evident that at this point in time, a complete analysis of the "portability" of the project is not possible. However, we can see that a great deal of effort has been made by the Project Co-ordinator on securing media coverage for the program, on attending/speaking at conferences and seminars, and networking with other community agencies.

Concerns though have been raised by the parents and the educators surrounding media coverage, employment services, and community awareness. The consensus seems to be that more work could be done in these areas. Finally, the parents are concerned about how the students will be assisted to secure employment once the program has ended and they are no longer part of the school system.

TARGET AREAS

1. An increase in more effective media coverage be sought.
2. More emphasis be placed on local community awareness.
3. More networking with relevant community agencies be done with an emphasis on identifying which agency or agencies will provide employment services for this population when the program has ended.

7.0 RECOMMENDATIONS

7.0 RECOMMENDATIONS

This section attempts to bring together recommendations to the program that should be considered for adoption. The parents', educators', and employers' recommendations can be found in the appendix (see pages B-1 to B-3). Although the recommendations listed in this section represent what seem to be to the researcher the major ones, this does not in any way suggest that the other recommendations found in the appendix should be ignored. Rather, it would seem logical after examining the following recommendations that the others should be reviewed as well. The aim of the recommendations is to improve the effectiveness of the program, and to that end all options should be considered.

This section will be divided into major and minor recommendations. The minor recommendations will include any of those offered by the parents, educators and employers that received more than one response.

7.1 MAJOR RECOMMENDATIONS*

1. THE GOAL OF OPERATION EMPLOYABILITY BE CLARIFIED AND SPECIFIED.

It was found that there was some confusion as to the the goal of the program. A more specified explanation of what "enhanced" employability will actually refer to will eliminate confusion on the part of those who are

* In order of priority as seen by the researcher

currently implementing the program (and for those who will do so in the future) and for those who have certain expectations from that program.

2. WORK TO BE DONE TO IDENTIFY WHICH COMMUNITY OR GOVERNMENT AGENCY OR AGENCIES WILL BE RESPONSIBLE FOR ASSISTING STUDENTS WHO COMPLETE THIS PROGRAM AND THIS INFORMATION BE COMMUNICATED TO PARENTS.

It is unclear at this point whether an agency or agencies will continue to assist the students where the program has ended. Parents in particular realize that the students will not be able conduct a job search on their own, and will also require assistance in further developing skills they have acquired.

The question seems to center around whether these students (both physically and mentally handicapped) will be assisted from one central base. Since the program itself has been run on this basis, one could assume that this might occur, although at the end of the program these students could be channelled into a variety of agencies depending upon the student's handicap.

3. THERE SHOULD BE AN EMPHASIS IN THE PROGRAM ON IMPARTING "MARKETABLE" SKILLS TO STUDENTS.

The skills that the students acquire from these placements should be in demand in the labour market. The fact that some of the employers interviewed indicated they would not hire the student at this point (due to a lack of

skills) should emphasize this recommendation. Further, it should be stressed that educators pay close attention to this area of concern when completing the student profiles and assisting in placement selection.

4. SOMEONE BE HIRED TO ASSIST THE PROJECT CO-ORDINATOR, OR SOME OF THE PROJECT CO-ORDINATOR'S DUTIES BE DELEGATED TO OTHERS INVOLVED IN THE PROJECT.

It is evident that the Project Co-ordinator has had a certain amount of difficulty in remaining "on top" of all aspects of the project this year. Next year as the program expands, it seems obvious that one individual will not be able to adequately maintain all aspects of the program unless adjustments are made to it.

5. A FILE BE STARTED ON EACH STUDENT AND EMPLOYER INVOLVED IN THE PROGRAM AND UPDATED ACCORDINGLY.

If the files are separated out in this manner, it makes it easier to ensure that each file is adequately updated.

It should be specified what material each file should contain. Colour coordinating the forms (as they are in the appendix) might assist in determining at a glance if all the necessary material is contained in the file.

Once a month the files should be screened in order to ensure that information is being recorded properly.

6. ONE CENTRAL FILE SYSTEM BE DEVELOPED AND MAINTAINED.

The Project Co-ordinator has access to two work locations, and makes full use of both places. Previous files given to the researcher have come from both locations, and have exhibited a high degree of duplication. One would also suspect that some information could have been lost.

A project of this magnitude cannot afford to have its information scattered. It is crucial that such a file system be maintained.

7. A FORMALIZED STRUCTURE BE DEVISED FOR VISITING WORK SITES, AND MONITORING OF THE STUDENT BE DOCUMENTED AT THE TIME OF THE VISIT.

The monitoring process for Operation Employability has no formal structure. This lack of structure has proven to be somewhat of an inconvenience to some employers.

It should be decided how many times a work site will be visited when the student is on placement. Clearly, some of the students will require more supervision than others. The structure of this monitoring, although formal, should be flexible. Further, any visits to the work site should be pre-arranged with the employer at their convenience.

A sample form for tracking the monitoring of the student is provided in the appendix (see pages C-1 to C-3).

8. AN EVALUATION FORM BE DEVISED IN ORDER TO PROVIDE AN OBJECTIVE EMPLOYER ASSESSMENT OF THE STUDENTS' SKILLS.

The process of the project does not include any avenue for the employer to provide an assessment of the student's progress. Such an evaluation could prove to be useful tool for researchers and those who will be in a position to assist the student when the program has ended.

It is recommended that such an evaluation be conducted monthly, and at the end of the program. In all cases the forms should be returned to the Project Co-ordinator and not discussed with the student. A sample of such a form can be found in the appendix (see pages C-4 to C-7).

A form such as this can also be used to update both the parents and the educators on the student's progress.

9. AN ADDITION BE MADE TO THE STUDENT PROFILES IN ORDER TO PROVIDE A MORE ACCURATE UNDERSTANDING OF STUDENTS' PRACTICAL SKILLS.

Some of the employers found that the student profiles did not provide adequate information on the student's practical skills.

A sample form is provided in the appendix (see pages C-8 to C-11)*. A standard form such as this might eliminate the problems associated with a variety of individuals compiling data without specific guidelines*.

10. A MUTUAL AGREEMENT BE ESTABLISHED AND CODIFIED BETWEEN THE EMPLOYER AND THE PROJECT CO-ORDINATOR SURROUNDING STUDENT JOB DUTIES, AND WORK SCHEDULES.

It might prove useful to the employer to be aware of what their obligations are to the student surrounding such issues as liability, supervision, meetings, job duties, and monitoring schedules.

By compiling this type of information on one sheet that can be easily attached to the employer's file and the student profile, confusion or misunderstandings can be minimized.

A sample form that might be suitable for this type of information is supplied in the appendix (see page C-12).

* All forms marked with an asterik have been devised by Mario Lombardi, a cooperative education teacher with the Wentworth County Board of Education.

11. MEETINGS ABOUT THE PROGRAM BE SCHEDULED AT PARENTS' CONVENIENCE OR THE PROJECT CO-ORDINATOR SHOULD CONDUCT A HOME VISIT.

Many of the fathers when interviewed expressed regret that they did not have an opportunity to meet the Project Co-ordinator and discuss in more detail the the finer points of the program. Due to work responsibilities, it may be difficult for either parent to attend meetings held during the day. A home visit conducted by the Project Co-ordinator at the parents' convenience might alleviate this problem.

A home visit might also prove to be informative for the Project Co-ordinator. Allowing the Project Co-ordinator to meet the student in their home environment will provide another important perspective on the student that might be useful when placements are considered.

Also, the student might feel more at ease with the Project Co-ordinator having met with him in their home. This could facilitate the development of a rapport between the student and the Program Co-ordinator.

12. AN INCREASED EMPHASIS BE PLACED ON DEVELOPING LOCAL COMMUNITY AWARENESS.

Concern was expressed by both the parents and the educators that not enough work was being done to inform the general public about the program. Since one of the barriers to employment for the handicapped adolescent was

identified by those interviewed as employers' attitudes and the potential for non-acceptance by their customers, this would seem to be an effective strategy.

Enhanced public awareness would facilitate the project's acceptance in the community and improve the chances for its eventual successful transfer to the three Boards of Education.

13. PARENTS BE FORMALLY NOTIFIED BY THE PROJECT CO-ORDINATOR AS TO THE EMPLOYER'S (PLACEMENTS) NAME, ADDRESS, AND CONTACT NUMBERS.

Some of the parents have expressed concern that they might not be able to reach the student in case of emergency. A formal notification indicating when the student will begin their placement, hours of work, employer's name, address and telephone number might eliminate this concern.

A sample of the form can be found in the appendix (see pages C-14 to C-15)*.

14. EMPLOYERS' NEEDS BE CODIFIED AND ASSESSED.

Recording employers' needs as they are discussed might be of value to the Project Co-ordinator as he prepares the student for their placement.

This type of information could also prove to be useful for other agencies and communities as the program expands.

A sample of this form is provided in the appendix (see page C-13)*.

15. REGULAR COMMUNICATION BE MADE TO NOTIFY PARENTS AND EDUCATORS ABOUT MEDIA COVERAGE OF OPERATION EMPLOYABILITY.

Increased exposure given to the project in the media will enhance local community awareness.

7.2 Minor Recommendations

1. A monthly newsletter be developed and circulated to all parents, educators and employers involved in the program.
2. The Project Co-ordinator be centralized in one office (or provide a schedule of where he will be and when), as it is sometimes difficult to reach him.
3. The street proofing program and human sexuality classes identified as an objective for the program next year be seriously considered.
4. Provisions be made for the educator to visit the employer in order to provide additional insights about the student to the employer.
5. Allow the students (if they so desire) to visit the work site by themselves prior to beginning the placement.

6. Educators and parents should be consulted prior to increasing the student's hours per day or number of days per week spent in the placement.
7. Orientation sessions be arranged for the employers and students separately prior to beginning work experience.
8. Careful monitoring be done on the number of hours the student spends at the work site in order to balance "in" school and "out" of school time.
9. More variety in placements to be strived for.
10. More flexibility in eligibility requirements for entry into the program as it expands.

8.0 CONCLUSIONS

8.1 Conclusions

As stated in the introduction, this report has been "exploratory" in nature. Our exploration has revealed a high degree of satisfaction on the part of those involved. The students, parents, educators and employers have all expressed this satisfaction and are anxious to begin the process again next year. However, the target areas that appear at the end of each section and the recommendations cannot be ignored.

One can conclude at this point that the program has established a good working foundation, but in order for the program to obtain its maximum potential, it is essential that these recommendations be seriously considered. Operation Employability must be given the opportunity to incorporate these changes into its program in order to determine whether the program's effectiveness can be maximized by so doing. Therefore, a final recommendation by the SPRC is that Operation Employability be granted its second year funding in order to be given the opportunity to enhance its program.

9.0 APPENDICES

APPENDIX A

A-1 CONFERENCES AND SEMINARS

A-4 COMMUNITY NETWORKS

OPERATION EMPLOYABILITY CONFERENCES, SEMINARS & WORKSHOPS PRESENTATIONS

1986-87

1. Jan 15,1986	"Post Secondary Reality for Exceptional Students Joint Professional Development Day Parkside High School Dundas Panel Discussion Jackie Donnell, Mohawk Laurel Stuart, McMaster, Ken IEC
2. Nov. 12,1986	"Building Effective Schools" Wentworth County Board of Education Professional Development Day Workshop "Partners in Education" Bob & Ken IEC
3. April 8, 1986	Ontario Career Symposium Hamilton Convention Centre Panel on Employment Equity - Jim Hansen Catholic Board, Tom Troy - Stelco. Ken IEC
4. June 3, 1986	Chedoke-McMaster Hospitals,Child & Family Centre Annual Research Day - Resource Management Centre The Handicapped Adolescent - From Study to Project Ken IEC
5. Sept 25,1986	McMaster University Disabled Awareness Day Presidents Advisory Committee on the Disabled Operation Employability - School-to-Work Transition Ken IEC
6. October 14,1986	OSSTF Niagara Region Board of Education Professional Development Day Education Centre, Allenburg, Ont. Partnership Panel - Bob & Ken IEC
7. Nov 6-7,1986	National Association for Industry Education Cooperation Annual Conference - Morristown N.J. IEC and Operation Employability Ken and Bob IEC
8. Nov 13-14,1986	Canadian Council of Rehabilitation and Work Annual Conference - Airport Holiday Inn, Toronto School-to-Work Transition Presentation Ken & Dr. Gerry McIntyre Council on Ministers of Education
9. Dec. 4 - 5,1987	Ontario Association for the Mentally Retarded Conference on School-to-Work Transition Skyline Hotel,Toronto Ken & Tony DeMarco - Teacher, St. Jean de Brebeuf School

10. Dec 12,1986	Provincial Network Group Transitional Programming Info Exchange Hamilton Public Library Hosts: Project Steering Committee, Bob & Ken IEC
11. Jan 14,1987	University of Toronto Faculty of Education Cooperative Education Classes - Hamilton IEC Team Presentation Bob, Fiona & Ken IEC
12. Jan 15-16,1987	Ontario Technical Coordinators Council Meeting Sheraton Hotel - Hamilton IEC Team Presentation Bob, Fiona & Ken IEC
13. Jan 29-30,1987	Ontario Secondary School Teachers Federation Special Education Conference Holiday Inn, Toronto Ken & Bill Lamb Windsor Board of Education
14. Feb. 12,1987	Coop Employers Seminar - New Trends Hamilton Board of Education Centre Panel - Ron Lewis, Adult Ed. Paula Pakozdy Mall Pgm & Ken IEC
15. Feb 24,1987	Coop Education Advisory Council Coop Employers Workshop - Hamilton New Trends Panel Ken and two other panelists
16. Mar 2,1987	Dundas Rotary Club Monthly Meeting Golf Club Ken
17. Mar 6,1987	Montreal Industry -Education Group Fact Finding Visit - Hamilton Public Library IEC Team Presentation Bob, Fiona & Ken IEC
18. Mar 26,1987	Career Information Resource Advisory Group Professional Workshop - Hamilton Public Library IEC Team Presentation Bob, Fiona & Ken IEC
19. Mar 9,1987	Visitation of Montreal Board of Education Teachers Hamilton Board of Education Centre Operation Employability Site Visits Ken IEC

UPCOMING CONFERENCE PRESENTATIONS

May 7-8, 1987	National Conference of Cooperative Career and Work Education Association - Winnipeg Operation Employability Presentation Ken IEC
May 13-14,1987	Dialogue 87 Career Counsellors Conference McMaster University, Hamilton IEC Team Presentation - three workshops Ken, Fiona & Bob, IEC
May 25-26,1987	Ontario Cooperative Education Association Annual Conference - London Operation Employability - two presentations Ken IEC
June 2-5,1987	3rd Biennial Canadian Congress on Rehabilitation Quebec City Convention Centre Operation Employability Ken IEC

OPERATION EMPLOYABILITY

"Community Networking"

B.O.O.S.T. (Blind Organization of Ontario with Self-Help Tactis)

Canadian Hearing Society

Canadian Paraplegic Society

Chedoke-McMaster Hospitals, Child and Family Centre

C.N.I.B. (Canadian National Institute for the Blind)

Coordinating Committee for the Developmentally Handicapped

D.A.R.T.S. (Disabled and Aged Regional Transit System)

Downs Syndrome Association of Hamilton and District

Easter Seal Society

Hamilton and District Association for the Mentally Retarded

Hamilton and District Chamber of Commerce

Hamilton and District Labour Council

Hamilton and District Society for Disabled Children

McMaster University (Counselling Services)

Ministry of Community and Social Services

Ministry of Labour

Mohawk College (Placement Department)

Ontario Home Care

Ontario March of Dimes

Parents and Concerned Citizens for the Mentally Handicapped

Path Employment Services

Proctor and Gamble Inc.

Public Health Nurses

Regional Advisory Committee on the Physically Disabled

Regional Municipality of Hamilton-Wentworth

Rotary Club of Hamilton

Stelco Inc.

T.H.A.T. (Training the Handicapped Adult in Transition)

U.D.C. (United Disabled Consumers)

Vocational Rehabilitation Services

APPENDIX B

B-1 . PARENTS' RECOMMENDATIONS

B-2 EDUCATORS' RECOMMENDATIONS

B-3 EMPLOYERS' RECOMMENDATIONS

PARENTS' RECOMMENDATIONS*

1. A clarification of what happens to these students when program is over be provided. (3)
2. Recognition from employer alone that student has done well.
3. More feedback from employer especially a form to note student's progress.
4. Assurance from project that student will have opportunity to try different placements.
5. A small monetary honorarium be given to student at the end of the project (employer's expense).
6. The eligibility requirements for entry into Operation Employability are not fair to students in the school system, and should be changed.
7. To begin the program at the beginning of the semester.
8. Have at least two choices of placements available at time of placement.
9. A newsletter be circulated to keep parents updated.
10. A meeting be arranged before September 1987 in order to clarify what will happen to students when the project ends.
11. An emphasis be placed on teaching the student life and social skills before the placement.
12. The daily report the students are asked to complete, is too much and parents would prefer it be done weekly.

* Number in brackets indicate if the response was given more than once.

EDUCATORS' RECOMMENDATIONS*

1. Formalize employer's obligations etc. and write it down (2).
2. More students involved in the program and those in it should be moved to other placements (2).
3. Like to see eligibility requirements for program more flexible. (2).
4. Would like to see more variety in placements (2).
5. Board should take the program over sooner as it represents duplication of services (2).
6. Orientation session be started for employers and students but done separately (2).
7. Develop a job description and write it down.
8. Program co-ordinator to meet with student and build up rapport.
9. More flexibility in placement times in consultation with teachers.
10. Program co-ordinator should be an educator.
11. Program co-ordinator should be more organized and on top of things.
12. Teachers should be involved in more day to day monitoring.
13. More assurance all Boards will take project over.
14. A watch be put on number of hours put in placement and compared to in school time.
15. Links with outside agencies for what happens when students leave school.
16. More formalized and structured monitoring system.
17. More communication between employer and teacher and make them aware of student's abilities.
18. Program to begin at a semester.
19. More regular reporting to teacher as to what is going on.
20. Clarify end goal of program. Is it to provide job experience and job readiness or to lead to apprenticeship program?
21. Monthly newsletter to keep teachers/parents informed and updated.

* Number in brackets indicate if the response was given more than once.

EMPLOYER SUPERVISORS RECOMMENDATIONS*

1. Have program co-ordinator in one central office, it is too hard to get a hold of him (2).
2. Better reporting in student profiles about student's capabilities (2).
3. More communication with program co-ordinator.
4. Written outlines of employer responsibilities surrounding issues as liability, money, supervision requirements and meetings.
5. Provide a form for employer to evaluate student's progress.
6. Subsidize students for travel.
7. Promote more local community awareness.
8. Send out a flyer to potential employers with one central phone number for reference.
9. Have the teacher do the monitoring of student.
10. Longer placements.

STUDENT SUPERVISORS RECOMMENDATIONS

1. Allow students to visit site all day prior to actual placements (2).
2. Start program earlier or make placements longer (2).
3. Have teacher monitor the student because they have a better rapport with student.

* Numbers in brackets indicate if response was given more than once.

APPENDIX C

C-1 MONITORING PROCEDURES

C-4 EMPLOYER EVALUATION FORM

C-8 ADDITIONS TO THE STUDENT PROFILE

C-12 EMPLOYER-CO-ORDINATOR AGREEMENT

C-13 EMPLOYER'S NEEDS

C-14 PARENT-EMPLOYER INFORMATION

C-15 PARENT NOTIFICATION LETTER

(Sample Only)

MONITORING PROCEDURES

Student's Name: _____

Employer's Name: _____

Placement Address: _____

1. Date of Visit: _____

   Reason: _____

   Comments: _____

   _____

   _____

2. Date of Visit: _____

   Reason: _____

   Comments: _____

   _____

   _____

3. Date of Visit: _____

   Reason: _____

   Comments: _____

   _____

   _____

4. Date of Visit: _____

   Reason: _____

   Comments: _____

   _____

   _____

5. Date of Visit: _____

   Reason: _____

   Comments: _____

   _____

   _____

6. Date of Visit: _____

   Reason: _____

   Comments: _____

   _____

   _____

7. Date of Visit: _____

   Reason: _____

   Comments: _____

   _____

   _____

8. Date of Visit: _____

   Reason: _____

   Comments: _____

   _____

   _____

9. Date of Visit: _____

   Reason: _____

   Comments: _____

   _____

   _____

10. Date of Visit: _____

   Reason: _____

   Comments: _____

   _____

   _____

(Sample Only)

EMPLOYER EVALUATION SHEET

1. Student's Name: _____
2. Evaluator's Name: _____

1. The student has been on time for work:

   A. Always

   B. Sometimes

   C. Never

   Comments _____

   _____

2. The student has missed:

   A. One day of work or less

   B. Five days of work or less

   C. More than five days

   Comments _____

   _____

3. As the placement progressed the student:

   1. Required less and less supervision
   2. Supervision level remained the same
   3. The student required more supervision at the end of placement than beginning

   Comments _____

   _____

4. Since the student has started their placement with your firm has the student's productivity:

   A. Increased
   B. Decreased
   C. Remained the same

   Comments _____

   _____

5. The student's ability to follow the routine at your place of employment has:

   A. Increased
   B. Decreased
   C. Remained the same

   Comments _____

   _____

6. Would you say the student's ability to follow direction has:

   A. Increased

   B. Decreased

   C. Remained the same

   Comments _____

   _____

7. The student's responsibility level has:

   A. Increased

   B. Decreased

   C. Remained the same

   Comments _____

   _____

8. The student has been placed at your place of employment, would you say the student's self-confidence has:

   A. Increased

   B. Decreased

   C. Remained the same

   Comments _____

   _____

9. Since the student has been on placement, would you say that the student's physical tolerance has:

   A. Increased

   B. Decreased

   C. Remained the same

   Comments _____

   _____

10. What would you identify as the student's strengths? _____

    _____

    _____

    _____

    _____

11. What would you identify as the student's weaknesses? _____

    _____

    _____

    _____

    _____

12. What type of work would you say the student is best suited for: _____

    _____

    _____

    _____

    _____

(Sample Only)

WORK EXPERIENCE STUDENT RESUMES

(a) This form is filled out by teachers for every student who is being considered for work experience.

(b) It provides an initial starting point for the Work Co-ordinator who may be considering a student for work placement.

1. NAME OF STUDENT: _____

2. AGE: _____ *DATE OF BIRTH: (day)* _____ *(month)* _____ *(year)* _____

3. PERSONAL HYGIENE-SELF CARE: _____

_____

_____

_____

4. MEDICATION USED: _____

_____

5. SKILLS AND ABILITIES:

(a) READING: _____

_____

(b) VOCABULARY: _____

_____

(c) MATH: _____

_____

_____

(d) WRITING: _____

_____

(e) FINE MOTOR: _____

_____

_____

(f) GROSS MOTOR: _____

_____

_____

(Sample Only)

WORK EXPERIENCE STUDENT RESUMES - 2

SKILLS AND ABILITIES:

(g) EYE-HAND CO-ORDINATION: _____

_____

_____

(h) EQUIPMENT HANDLING: _____

_____

(i) ABILITY TO FOLLOW VERBAL INSTRUCTION: _____

_____

_____

(j) ABILITY TO FOLLOW WRITTEN INSTRUCTION: _____

_____

_____

(k) ABILITY TO FOLLOW ROUTINES: _____

_____

_____

(l) ABILITY TO USE PUBLIC TRANSIT: _____

_____

_____

(m) ABILITY TO TELL TIME: _____

_____

_____

(p) ABILITY TO USE PAY PHONES: _____

_____

_____

(Sample Only)

WORK EXPERIENCE STUDENT RESUMES - 3

SKILLS AND ABILITIES:

(o) ABILITY TO USE MONEY: _____

_____

_____

(p) ABILITY TO WORK INDEPENDENTLY: _____

_____

_____

(q) ABILITY TO INTERACT SOCIALLY: _____

_____

_____

(r) ATTITUDE TOWARD SUPERVISORS: _____

_____

_____

(s) ATTITUDE TOWARD PEERS: _____

_____

_____

(t) RELIABILITY: _____

_____

_____

6. POSITIVE CHARACTERISTICS:

(a) _____

(b) _____

(c) _____

7. NEGATIVE CHARACTERISTICS:

(a) _____

(b) _____

(c) _____

(Sample Only)

WORK EXPERIENCE STUDENT RESUMES - 4

8. LIKES:

(a) _____

(b) _____

(c) _____

9. DISLIKES:

(a) _____

(b) _____

(c) _____

10. OTHER COMMENTS: (ie. home situations, conflicts, etc.)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

SIGNATURE: _____

DATE: _____

(Sample Only)

Employer-Co-ordinator Agreement

I (Employer's name) have agreed to accept (student's name) in my place of employment on a work experience program. It has been agreed with the Project Co-ordinator that the student's responsibilities in this placement include:

(list job duties) _____

_____

_____

Further, the student's hours of work are (list student's schedule) _____

_____

It is understood that no changes are to be made to the student's work schedule, or substantial changes be made in the student's job duties without prior consultation with the Project Co-ordinator and the educator involved.

Employer's signature: _____

Project Co-ordinator's signature: _____

Educator's signature: _____

(Sample Only)

EMPLOYER NEEDS

(a) This sheet is filled in when the Work Co-ordinator is arranging dates, times and days with the employer.

(b) The Work Co-ordinator then takes the information and matches it up to the student needs information sheet.

LOCATION: _____

_____

_____

CONTACT: _____

TELEPHONE: _____

DAYS: _____

_____

TIMES: _____

JOB DESCRIPTION: _____

_____

_____

STUDENT REQUIREMENTS: _____

_____

_____

(Sample Only)

PARENT-EMPLOYER INFORMATION

Information is gathered by the Work Co-ordinator and given to the parent and employer during Work Experience.

NAME OF EMPLOYER: _____

ADDRESS: _____

PHONE: _____ *CONTACT PERSON:* _____

WORK EXPERIENCE CO-ORDINATOR: _____

PHONE: _____

STUDENT'S NAME: _____

ADDRESS: _____

HOME PHONE: _____ *AGE:* _____

DATES: FROM _____ *TO* _____

DAYS: _____

TIMES: FROM _____ *TO* _____

JOB DESCRIPTION: _____

PRIORITIES FOR THIS WORK EXPERIENCE:

1. _____
2. _____
3. _____

PAST WORK EXPERIENCE:

LOCATION	*JOB DESCRIPTION*	*DATE*
1.		
2.		
3.		
4.		
5.		

(Sample Only)

PARENTS NOTIFICATION LETTER

Dear Parents:

I am pleased to inform you that our work experience program is well underway for this school term.

I have arranged for _____ *to commence work at*

_____

_____.

He/she will continue to report there each _____ *until such time as you are advised of other arrangements. Working hours are* _____ *to* _____. *If your son/daughter is unable to attend work, he/she must advise his/her place of employment at* _____. *Please call me at* _____ *between 8:45 and 9:00 a.m.*

Work experience is an attempt to develop occupational and community readiness in students so that they are better able to function in their community as independent, confident people. Careful consideration has been given to the needs of the student and the employer. I am confident that this placement will prove to be a pleasant and rewarding experience for your son/daughter.

If you require further information regarding this placement or the program, please feel free to contact me.

Sincerely yours,

Work Co-ordinator